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ABSTRACT

The field of the explicit teaching of thinking skills has attracted renewed and growing interest in education since the late 1970s. Much of this movement has its roots in earlier works in education, philosophy, and psychology. Writers in the fields of elementary/secondary education, curriculum, cognitive psychology, epistemology, and teacher education among others are now actively contributing to this literature. This bibliography, necessarily incomplete because of the daily emergence of new published works, encompasses literature related in any way to the active teaching of thinking skills to learners of any age and to the theoretical and professional preparation issues which underlie this movement. (Author)

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